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ABSTRACT

This report presents an evaluation of Scholastic Achievement through Bilingual Education and Multicultural Activities Seminars (Project SABE MAS), an Elementary and Secondary Education Act Title VII-funded project in its third year of operation at Theodore Roosevelt High School in the Bronx (New York). Project SABE MAS served 294 students, 267 of whom were of limited English proficiency (LEP) and 27 of whom were English proficient. Participating LEP students received structured English instruction in English as a Second Language (ESL) and native language arts (NLA), and bilingual instruction in the content areas of mathematics, science, and social studies. The project was fully implemented at the school and met its objectives for NLA, the content areas, cultural heritage, community awareness, career advisement, attendance, staff development, curriculum development, and parent involvement. The project failed to meet its objective for ESL. Recommendations for program improvement are included. Three appendixes provide lists of instructional materials used in the program and class schedules, along with a copy of a multicultural questionnaire. (MDM)

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ED 371 620

OER Report

Scholastic Achievement through Bilingual Education and Multicultural Activities and Seminars
(Project SABE MAS)
Transitional Bilingual Education Grant T003A00184
FINAL EVALUATION REPORT
1992-93

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Scholastic Achievement through Bilingual Education
and Multicultural Activities and Seminars
(Project SABE MAS)
Transitional Bilingual Education Grant T003A00184
FINAL EVALUATION REPORT
1992-93

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EXECUTIVE SUMMARY

Scholastic Achievement through Bilingual Education and Multicultural Activities and Seminars (Project SABE MAS) was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its third year of operation in 1992-93. The project functioned in Theodore Roosevelt High School in the Bronx. Project SABE MAS served a total of 294 students, 267 of whom were of limited English proficiency (LEP) and 27 of whom were English proficient (EP). There were 45 students fewer than in the previous year. Participating LEP students received structured English instruction in English as a second language (E.S.L.); native language arts (N.L.A.); and bilingual instruction in the content areas of mathematics, science, and social studies.

Project SABE MAS was fully implemented and met its objectives for N.L.A., the content areas, cultural heritage, community awareness, career advisement, attendance, staff development, curriculum development, and parent involvement. The project failed to meet its objective for E.S.L.

Staff members participated in monthly departmental meetings, language immersion workshops in Spanish and Vietnamese, and two staff development days. In addition, four staff members registered for college courses in the fall semester, and one staff member registered in the spring semester.

Project SABE MAS involved parents by encouraging participation in Open School Days/Nights, informing them of their child's progress, and offering them a variety of activities and adult E.S.L. classes.

The conclusions based on the findings of this evaluation, lead to the following recommendation:

- Assess reasons for lack of expected growth in participants' English skills. Consider offering more hours of intensive literacy-level E.S.L. and tutoring by advanced level students and paraprofessionals.

ACKNOWLEDGEMENTS

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) 1992-93 evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title VII project, Scholastic Achievement through Bilingual Education and Multicultural Activities and Seminars (Project SABE MAS).

PROJECT CONTEXT

The program operated at Theodore Roosevelt High School in the Bronx. The population in the surrounding community was 60 percent Latino, 20 percent African-American, 10 percent European-American, and 10 percent Asian-American. Most families had low incomes.

Of the 3,240 students that attended Theodore Roosevelt High School during the 1992-93 school year, 65 percent were Latino, 26 percent were African-American, 8 percent were Asian-American, and 1 percent were European-American. Of these students, 30.7 percent (994) were of limited English proficiency (LEP), and 78 percent came from low-income families.

Theodore Roosevelt High School was constructed in 1928. It rated at the median for overall appearance in a Board of Education report evaluation used in New York City. Classrooms were large and well lit. The bulletin boards in the halls reflected activities going on in the classroom. The halls were empty while classes were in session, and between classes the noise level was reasonable. The school has some special facilities, including a medical suite and a nursery for two-year-olds whose parents attend the school.

STUDENT CHARACTERISTICS

The project served 267 LEP and 27 English proficient (EP) students in ninth through twelfth grade. LEP status was determined by scores at or below the 40th percentile on the Language Assessment Battery (LAB). EP students who requested participation were admitted on teacher recommendation and interviews. Male students numbered 118 (40.1 percent), female 176 (59.9 percent). Students' native languages were Spanish (157), Vietnamese (103), English (22), Khmer (5), Cantonese Chinese (4), French (2), and Mandarin Chinese (1). For countries of origin, see Table 1.

Most (97.9 percent) of the participants came from low-income families and were eligible for the free-lunch program.

Needs Assessment

Before instituting the project, Theodore Roosevelt High School conducted a needs assessment of the targeted students and their families as well as of the educational staff who were to serve them. The data obtained indicated a number of needs: (1) to provide LEP students with intensive English and native language arts (N.L.A.) instruction, and bilingual instruction in the content areas; (2) to provide multicultural seminars to broaden the students' understanding of other cultures; (3) to provide staff development activities in English as a second language (E.S.L.) and multiculturalism; (4) to provide parents of participants with E.S.L. classes, and workshops to familiarize them with the educational system; and (5) to keep parents informed of their child's progress.

TABLE 1

Students' Countries of Origin

Country	Number of Students
Dominican Republic	112
Vietnam	103
Unites States	20
Puerto Rico	15
Honduras	12
Mexico	7
Cambodia	5
China	5
El Salvador	3
Nicaragua	3
Ecuador	2
Guyana	2
Jamaica	2
Other	3
Total	294

PROJECT OBJECTIVES

Student Objectives

- As a result of participating in the program, 60 percent of the students will make statistically significant gains in English language proficiency.
- At least 75 percent of the LEP students enrolled in native language arts (Spanish, Vietnamese, Khmer) will score at or above the passing criterion of 65.

- At least 75 percent of the students enrolled in science, mathematics, and social studies will score at or above the passing criterion of 65.

- To enhance students' pride in their cultural heritage, the project will organize monthly multicultural events devoted to the cultures of the participating students.

- At least 75 percent of the students participating in multicultural activities and seminars will broaden their understanding of languages and cultural heritages other than their own.

- The program will organize at least two field trips to increase students' knowledge and awareness of the surrounding community.

- All project students will meet with the bilingual resource teacher on an individual basis for advisement at least two times during each semester for career orientation and planning.

- As a result of participating in the program, the attendance of participating students will be significantly higher than that of mainstream students.

Staff Development Objectives

- Eighty percent of the program staff members will participate in staff development activities.

Curriculum Development Objectives

- By the end of the third project year, the resource teacher will have developed two additional computer-assisted curriculum guides, (in English and one of the target languages) for global history II.

Parental Involvement Objectives

- The family assistant will make home visits at least twice a week to inform parents of project students about their children's progress and program activities.

- The proportion of program students' parents who participate in Open School Day/Evening will be equal to or greater than the proportion of mainstream students' parents who participate in this activity.

- The program will offer classes in English as a Second Language to 60 parents.

PROJECT IMPLEMENTATION

During the 1992-93 school year, Project SABE MAS provided instructional and support services to 294 Spanish-, Vietnamese-, and Khmer-speaking students and their parents. The project's main goal was to promote LEP students' acquisition of language and content area skills.

There were five periods of instruction for each of the subject areas. Global History I and II, general science, and fundamentals of mathematics 1 and 2 were taught in Spanish and Vietnamese. American history 2, history 7, biology, chemistry, earth science, consumer mathematics, and sequential mathematics 1-4 were taught in Spanish.

Project SABE MAS offered parental involvement activities and in-service staff development activities. The project also provided reimbursement to staff for college credits.

Materials, Methods, and Techniques

Project SABE MAS offered E.S.L. at literacy, beginning, intermediate, advanced, and transitional levels (see Table 2) and N.L.A. at literacy, beginning, intermediate, advanced, and advanced placement (A.P.) levels (see Table 3). In the content areas, bilingual teaching methodologies were used initially (subject material was presented first in the native language and then repeated in English), enabling students to acquire concepts and practice emerging skills in English, and as the year progressed, teachers made the transition to greater use of English through E.S.L. methodologies.

TABLE 2

E.S.L Levels of Instruction

Level	Periods per Week	Number of Students in Fall	Number of Students in Spring
Literacy	15	9	7
Beginning	15	38	32
Intermediate	10	96	60
Advanced	10	109	134
Transitional	10	12	20

TABLE 3

N.L.A. Levels of Instruction

Levels	Periods per Week	Spanish		Vietnamese		Khmer	
		Fall	Spring	Fall	Spring	Fall	Spring
Literacy	10	5	3	0	0	0	0
Beginning	5	15	22	2	3	0	3
Intermed.	5	61	59	9	5	1	1
Advanced	5	39	65	24	21	1	1
A.P.	5	38	7	35	42	0	0

Teachers of participating students used a wide array of strategies and techniques, including cooperative learning, the whole language approach, an interdisciplinary approach, independent studies, and peer tutoring. Computers supplemented classroom instruction. All project students participated in multicultural

activity seminars to broaden their understanding of languages and cultures other than their own.

The resource specialist developed two computer-assisted curriculum guides for global history II.

For a list of instructional materials used in the project please see Appendix A.

Capacity Building

Tax-levy funds will pick up the costs of materials development, part of the resource teacher's salary, and all cuts resulting from the reduction in Title VII funding in the year to come.

Staff Qualifications

Title VII Staff. Two educational assistants were fully funded by Title VII. The following staff were partially funded: project director, resource teacher, and secretary. For a description of degrees and language competencies (communicative or teaching proficiency*) see Table 4.

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*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language.

TABLE 4

Project Staff Qualifications

Position Title	Degree(s)	Language Competence
Project Director	M.A.	Spanish (TP)
Resource Teacher	B.A.	Khmer (TP)
Educational Assistant	Some college	Vietnamese (CP)
Family Assistant	B.A.	Spanish (CP)
Secretary	Some college	Unreported

The project director's responsibilities included the supervision and coordination of activities, staff selection and training, and the provision of evaluation data. The director had more than 11 years of experience in teaching Spanish.

The resource teacher's responsibilities were to assist classroom teachers in the development and implementation of instructional activities, provide in-service training to teachers, help plan activities for parents of participating students, and select instructional materials. The resource teacher provided individual career orientation and planning and developed two computer-assisted curriculum guides. The resource teacher had six years of experience as a paraprofessional and five years of experience as a licensed teacher.

The educational assistant with competency in Spanish had seven years of experience and the educational assistant with competency in Vietnamese had two years of experience. Each of the educational assistants worked with small groups of

project students under the supervision of the classroom teacher and assisted in the preparation of materials.

Other staff. Tax-levy funds paid the salaries of 24 classroom teachers who provided instructional services to project students. Seventeen were teaching proficient in Spanish, two in Vietnamese, and one in Khmer.

Twenty-one teachers held master's degrees, and all teachers held high school certification. All but two teachers were certified in the areas they taught; two teachers licensed in mathematics taught Vietnamese or Khmer.

Staff development. Teachers of participating students participated in staff development activities that included monthly departmental meetings, language immersion workshops in Spanish and Vietnamese, E.S.L., and two staff development days. Four teachers in the fall and one in the spring registered for college courses.

Instructional Time Spent on Particular Tasks

See Appendix B for examples of class schedules.

Length of Time Participants Received Instruction

Students had a mean of 6.9 years (s.d.= 2.5) of education in a non-English-speaking school system and 3.0 years (s.d.=1.8) of education in the United States. The median time students participated in Project SABE MAS was 23 months.

Activities to Improve Pre-referral Evaluation Procedures for Exceptional Children

Teachers and a guidance counselor identified those students who might have need for special education services after they had participated in Project SABE MAS for one year. They referred such students to the School-Based Support Team

(S.B.S.T.), whose members spoke the native languages of the students.

Gifted and talented students were referred to Project BETA, a special program which provided enrichment activities and small-group instruction. Students were identified for participation by teacher judgment and course grades.

Instructional Services for Students with Special Needs

Students with special needs were referred to and served by other programs.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

The project involved the parents in a number of ways, including encouraging them to attend Open School Day/Evening sessions in the fall and spring, providing them with E.S.L. classes, and inviting them to workshops and special schoolwide multicultural functions. In addition, the project arranged for home visits by the family assistant to inform parents about their child's progress and project activities.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Comparison of Project Group's Educational Progress with Appropriate Non-Project Group

OREA used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty in finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group had a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by the Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late, therefore posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB is used throughout New York City to assess growth in English skills in populations similar to those served by Project SABE MAS.

INSTRUMENTS OF MEASUREMENT

OREA compared pre- and posttest scores on the LAB to assess the E.S.L. objective. The N.L.A. objective as well as the content area objective in mathematics, science, and social studies was assessed through course grades, as specified.

All students were tested at the appropriate grade level. The language of the LAB was determined by the test itself.

According to the publisher's test manuals, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

To assess the growth of cultural pride, the school used pre- and posttest results on an in-house questionnaire which project personnel administered to all participating students.

DATA COLLECTION AND ANALYSIS

To gather qualitative data, an OREA evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed two classes on each of two visits. The evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper administration of instruments. Qualified personnel received training in testing procedures and administered the tests. Testers followed guidelines set forth in the manuals accompanying standardized tests. Time limits for students were adhered to; directions were given exactly as presented in the manual.

Testing at 12-month intervals. The Lab was administered at 12-month intervals, following the published norming dates.

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased, with no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. OREA examined the percentage of students that showed increased scores on the LAB from pretest to posttest. To assess the significance of student's achievement in English, OREA also computed a correlated *t*-test on LAB N.C.E. scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected from chance variation alone.

The only possible threat to validity of any of the above instruments might be that LAB norms were based on the performance of EP rather than LEP students. Since OREA was examining gains, however, this threat was inconsequential— the choice of norming group would not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project SABE MAS carried out all instructional activities specified in its original design.

Participants' Progress in English

Throughout the school year, students had ample opportunity to develop their English language skills. The project used a variety of instructional strategies, including cooperative learning, the whole language approach, reader response, an interdisciplinary approach, P.M. School (E.S.L. classes), independent studies, peer tutoring, individual and group instruction, CLOZE passages, reading/summary of newspaper articles, and class projects/reports.

An OREA consultant observed a tenth grade lesson in E.S.L. The teacher had written on the chalkboard the aim of the lesson, "Reading a feature article for details." Beneath this was written, "DO NOW: How are the articles on Page 27 and Page 23 different?"

As students read the articles, the teacher walked around the room, checking homework. When she finished, she asked the students to clarify the differences in the articles and discuss them. She then went over the vocabulary, reading each word and having the class repeat it. She checked their understanding of the content and vocabulary. She then had the students form into small groups to discuss the material. As the period progressed, she moved around the room, checking on progress.

The evaluation objective for English as a second language was:

- As a result of participating in the project 60 percent of the students will make statistically significant gains in English language proficiency.

There were complete pre- and posttest scores on the LAB for 222 students in grades nine through twelve. The mean gain of 5.3 N.C.E.s (s.d.=9.0) was statistically significant. (See Table 5.) Only 53.2 percent of the students, however, showed an increase from pre- to posttest.

The project did not meet its E.S.L. objective.

Participants' Progress in Native Language

The estimated percentage of project students lacking literacy skills in their native language at the beginning of the year was approximately 20 percent in Spanish and 10 percent in Vietnamese.

Instructional strategies for N.L.A. included cooperative learning, the whole language approach, reader response, an interdisciplinary approach, independent studies, CLOZE passages, reading/summary of newspaper articles, and class projects/reports.

TABLE 5

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery (LAB), by Grade

Grade Level	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
9	75	67	5.0	7.2	11.5	11.9	6.5	8.5	6.26*
10	75	55	5.9	8.5	10.1	14.1	4.1	9.9	3.08*
11	91	67	10.6	10.9	16.4	15.5	5.8	9.3	5.07*
12	53	33	11.5	9.7	15.2	13.9	3.7	7.3	2.95*
Total	294	222	7.9	9.5	13.2	14.1	5.3	9.0	8.77*

*$p < .05$

- Students at each grade level and overall demonstrated a significant gain in scores from pretest to posttest on the LAB.

The evaluation objective for N.L.A. was:

- At least 75 percent of the LEP students enrolled in native language arts (Spanish, Vietnamese, Khmer) will score at or above the passing criterion of 65.

For passing rates, see Table 6 below.

TABLE 6

Passing Grades in Native Language Arts, by Language

Language	Fall		Spring	
	Number Enrolled	Percent Passing	Number Enrolled	Percent Passing
Spanish	125	88.8	112	94.6
Vietnamese	78	100.0	69	98.6
Khmer	3	100.0	3	100.0

- Almost all students enrolled in N.L.A. all three target languages passed their classes in each semester.

The project met its N.L.A. objective.

LEP Participants' Academic Achievement

Content area courses were offered five periods per week, either in the students' native language or with an E.S.L. methodology. The bilingual resource teachers worked with the subject area teachers to provide supplemental instructional materials. Teacher-made materials based on English-language textbooks were used for instruction in all content area subjects taught in Vietnamese and Khmer. Instructional strategies included cooperative learning, an interdisciplinary approach, P.M. school (which provided additional bilingual classes in the content areas),

reading/summary of newspaper articles, and class projects/reports.

The OREA evaluation consultant visited a mathematics class taught in English and Spanish. The teacher had written the aim of the lesson on the chalkboard, "Solving verbal problems, including ratios." After some students wrote their homework on the board, the teacher went over the work, using both English and Spanish.

The teacher stressed the importance of reading problems carefully. The work on the board did not answer a question that had been raised, and the teacher used a diagram and formula to explain how the question should have been answered. The class then worked on a related problem.

The OREA consultant visited a second mathematics class. The class was divided into two groups. The teacher worked with Group I, the slower group, and an educational assistant with Group II. In addition, a paraprofessional was assigned to work with a visually disabled student.

Group I worked on assignments at their desks and on the blackboard. The teacher went over the aim of the lesson, the meaning of decimals, with Group I. She reminded the students that in Vietnamese a comma was used instead of a period to indicate a decimal. She distributed an exercise sheet and demonstrated examples. While this was going on, Group II students reviewed the test they had taken. At one point, the teacher moved to Group II briefly to compliment them, because five of the six students who had taken the test had passed. At the conclusion of the lesson, she asked the students to copy the board work into their notebooks and assigned homework.

The OREA consultant observed a third class, in biology. The pupils took seats at computers when they entered the room; because of the shortage of computers, some had to be shared. Instruction was in English and Spanish. The aim of the lesson was, "What is a succession?" The teacher drew stick pictures of plants showing a progression from grass to forest. The teacher then distributed a worksheet with vocabulary and definitions of terms. He directed the students to turn on their computers and bring up the lesson on biological succession. He walked around the room, checking the students' work and helping them get started. The computer program consisted of pictures, charts with some descriptive or interpretative material, and a series of possible answers from which to select the correct answer. When a response was selected by the pupil, the computer indicated whether it was correct or not. During the course of the lesson, the teacher provided support and clarified meaning and usage of vocabulary words.

The objective for content area subjects was:

- At least 75 percent of the students enrolled in science, mathematics, and social studies will score at or above the passing criterion of 65.

Over 75 percent of the students enrolled in content areas courses achieved a passing grade of 65 or better. (See Table 7.)

Project met its content area objective.

TABLE 7

Final Grades in Content Area Courses

Content Area Subject	Fall 1992		Spring 1993	
	Number of students for whom data were reported	Percent Passing	Number of students for whom data were reported	Percent Passing
Mathematics	202	75.2	192	78.6
Science	187	86.6	175	85.1
Social Studies	208	83.7	197	91.9

- Over 75 percent of project students passed their content area subjects in both fall and spring semesters.

FORMER PARTICIPANTS' ACADEMIC PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

The project did not mainstream any students in the year previous to the one under review.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Cultural Heritage

The project proposed two cultural heritage objectives:

- To enhance students' pride in their cultural heritage, the project will organize monthly multicultural events devoted to the cultures of the participating students.

The project offered many multicultural events devoted to the cultures of the students participating in the program. Some of these included a Dominican Independence Celebration, a Night of All Nations, a Multicultural Art Contest, a

celebration of Cambodian New Year, a Welcome-Back Dance sponsored by the Hispanic Unity Club, a Mother's Day celebration, and a Passing of the Light Ceremony for the graduating class.

The project director reported that closer relationships were developed among members of different ethnic groups, and students had the opportunity to work together to create a harmonious environment while planning activities.

The project met the multicultural events objective.

- At least 75 percent of the students participating in multicultural activities and seminars will broaden their understanding of languages and cultural heritages other than their own.

Responses on questionnaires administered at the beginning and end of the semester indicated that over 75 percent of the students had gained an understanding of languages other than their own. (See Appendix C.)

The project met the multicultural objective for broadening understanding of other languages and cultural heritages.

Community Awareness

- The program will organize at least two field trips to increase the students' knowledge and awareness of the surrounding community.

Project SABE MAS provided a number of trips and events, including a Latino Youth Conference "Somos Uno," a visit to the Spanish Repertory Theater, a Career Fair at Lehman College, a visit to Intar Playhouse 91, a field trip to the Statue of Liberty, and trips to Hershey Park and the Amish Countryside in Pennsylvania.

The project met its community awareness objective.

Career Advisement

- All project students will meet with the bilingual resource teacher on an individual basis for advisement at least two times during each semester for career orientation and planning.

The bilingual resource teacher worked with in-house coordinators and guidance counselors to provide individualized career advisement, and met with each student several times each semester. In addition, workshops were provided by counselors from Hostos Community College and the School of Cooperative Technical Education about applications, opportunities, and financial aid. All students also participated in a schoolwide Career Day.

The project met its career advisement objective.

Grade Retention

Ninety-six students (32.7 percent) were retained in grade in the year under review. This represents an increase over the previous year, when the retention rate was 19 percent (65 students).

Project SABE MAS did not propose any objectives for grade retention.

Dropout Prevention

No students dropped out in the year under review. Last year, one student dropped out. SABE MAS did not propose an objective for dropout prevention.

Attendance

- As a result of participating in the program, the attendance of participating students will be significantly higher than that of mainstream students.

There were attendance data available for 291 students; their mean attendance

rate was 85.6 percent. The attendance rate for the total school population in 1991-92, the last year for which data were available, was 81.1 percent, based on a population of 3,205. The attendance rate of participating students was significantly higher ($p<.05$) than that of mainstream students and three percent higher than it had been the previous year.

The project met its attendance objective.

Placement in Gifted and Talented Programs

Those students who were gifted and talented were referred to Project BETA, a special program which provided enrichment and small-group instruction. This year, no students were referred to gifted and talented programs.

CASE HISTORY

P.R. arrived in the United States from Mexico in the summer of 1990. She was 14 years old when she registered at Theodore Roosevelt High School that September and was placed in the ninth grade, because her parents said she had completed the 8th grade in her native country. During the first semester, she experienced difficulties in her E.S.L. classes but excelled in N.L.A. and content area classes. She was provided with intensive E.S.L. instruction and tutoring, and by the end of the school year she had an average of 90 percent in E.S.L.

At the time of this report, she was a junior with an overall average of 88 percent, and was inducted into the school's Honor League.

STAFF DEVELOPMENT OUTCOMES

- Eighty percent of the program staff members will participate in staff development activities.

All project personnel participated in staff development activities, which included language immersion workshops in Spanish and Vietnamese, monthly departmental meetings, a meeting on bilingual content area instruction, and two staff development days. In addition, five staff members registered for college courses during the year.

The project met its staff development objective.

Curriculum Development

- By the end of the third project year, the resource teacher will have developed two additional computer-assisted curriculum guides (in English and one of the target languages) for global history II.

The resource teacher developed a curriculum guide in English and Vietnamese for global history II.

The project met its curriculum development objective.

PARENTAL INVOLVEMENT OUTCOMES

Project SABE MAS proposed three parent involvement objectives:

- The family assistant will make home visits at least twice a week to inform parents of project students about their children's progress and program activities.

During the fall semester, the family assistant made over 60 home visits and more than 300 parental contacts via letters and phone calls. In the spring, the family assistant made over 50 visits and more than 400 parental contacts.

The project met its objective for home visits to parents.

- The proportion of program students' parents who participate in Open School Day/Evening will be equal to or greater than the proportion of mainstream students' parents who participate in this activity.

In the fall semester, 41 percent of the mainstream parents as opposed to 62 percent of the project parents participated in Open School Day/Evening. In the spring semester, 39 percent of the mainstream parents and 58 percent of the project parents participated.

The project met its objective for greater participation by project parents than mainstream parents.

- The program will offer classes in English as a second language to 60 parents.

Throughout the year, more than 75 parents participated in the adult E.S.L. program, held twice a week from 3:30 to 5:00 p.m. In addition, parents were offered evening school classes in E.S.L., G.E.D. preparation, mathematics, and citizenship.

The project met its objective for parent E.S.L. classes.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

The project met its objectives for N.L.A., the content areas, cultural heritage, community awareness, career advisement, attendance, staff development, curriculum development, and parental involvement. The project failed to meet its objective in E.S.L., although pretest/posttest differences were significant for half the students reported on.

MOST AND LEAST EFFECTIVE COMPONENTS OF THE PROJECT

Among the highly effective components of Project SABE MAS were the content area instruction, staff development, and parental involvement. Quantitative data, reports of observers, and the feedback from those administering the program attested to the strength shown in these areas.

The least effective component was in the area of E.S.L. Although classroom observations indicated lively discussions and genuine interest, more effort must be put into E.S.L. instruction to raise the percentage of those passing.

It should be noted that two Project SABE MAS students won cash awards of $500 each at the 1993 Youth Leadership Institute. (Eligible seniors were those who had applied for college and had an academic average above 80 percent.) Prizes were awarded to those with the best essays.

RECOMMENDATION TO ENHANCE PROJECT EFFECTIVENESS

- Assess reasons for lack of expected growth in participants' English skills. Consider offering more hours of intensive literacy-level E.S.L. and tutoring by advanced level students and paraprofessionals.

APPENDIX A

Instructional Materials

E.S.L.

Title	Author	Publisher	Date of Publication	Grade
Grammar Levels 1,2	Pamela Breyer	Regents Publishing	1982	9-12
Skill Sharpeners 1,2	DeFilippo, et al	Addison-Wesley	1984	9-12
Great Amer. Stories 1,2	C.G. Draper	Prentice Hall	1985	9-12
Modern Short Stories in English	Robert J. Dixson	Prentice Hall Regents	1984	9-12
Developing Reading Skills	Linda Markstein	Newbury House, Publishers	1987	9-12
Line by Line	Molinsky & Bliss	Prentice Hall, Inc.	1983	9-12
Becoming a Writer	Wong, Glendinning & Mantell	Longman, Inc.	1987	9-12
Language Development Through Content	Anna Uhl Chamot	Addison-Wesley	1987	9-12
English for a Changing World Series	Banks, et al.	Scott Foresman & Co.	1984	9-12

Spanish N.L.A.

Title	Author	Publisher	Date of Publication	Grade
Vistazos #1,#2	Carrera-Hanley, et al.	D.C. Heath	1986	9-10
Reflejos	Lett, et al.	Holt, Rinehart & Winston	1983	9-10
Galeria Hispanica		McGraw Hill		10-11
Elementos Gramaticales	Angora Larralde	Minerva Books	1967	9-10
Mejora tu Español	Portella y Varela	Regents Publishing	1979	10-11
Tesoro Hispanico	Lado, et al.	McGraw Hill	1982	10-12
Lecturas Para Hoy	Papalia & Mendoza	Amsco	1972	10-11

APPENDIX A

Instructional Materials, cont'd.

Vietnamese N.L.A.

Title	Author	Publisher	Date of Publication	Grade
Van Pham Viet Nam	Tran Trong Kim	Xuan Thu, P.O.Bx 97 CA 90720	1990	9-12
100 Bau Tap Doc Quyen 1 & 11	Mot Nhom Griaovien	Xuan Thu P.O.Bx 720065 Houston Tx 77272	1976	9-12
Quoc Van Trich Diem	Duong Quang Ham	*	*	9-12
Van Hoc Su Yeu	Duong Quang Ham	*	*	9-12
Tuc Ngu Phong Dao	On Nhu Nguyen Van Ngoc	*	1978	9-12

Khmer N.L.A.

Title	Author	Publisher	Date of Publication	Grade
Let's Learn Khmer Bk 1	*	UNESCO	1985	9
Let's Learn Khmer Bk 2	*	UNESCO	1986	9-10
We Read Bk 1/Bk 2	Huor Heng	*	1964/1966	9-10
We Read Bk 3	Huor Heng	*	1968	12
Cambodian Legends and Stories	Khmer Cultutal Com.	Buddhist Institute	1965	9-12

Mathematics (Spanish)

Title	Author	Publisher	Date of Publication	Grade
Cuaderno de Matemáticas		Silver Burdett & Ginn	1989	9-10
Repaso Matemático	Edwin I. Stein	Alyn & Bacon, Inc.	1971	9-10
Dressler Series Sequential Math	Isidore Dressler	Amsco School Publ.	1980	9-12

APPENDIX A

Instructional Materials, cont'd.

Mathematics (Vietnamese & Khmer)

Title	Author	Publisher	Date of Publication	Grade
Achieving Competence in Mathematics	Maudery & Schneider	Amsco	1991	9

Science (Spanish)

Title	Author	Publisher	Date of Publication	Grade
La Materia y la Energía-Ciencia 8	Heimler/Price	Chas. E. Merrill Publ. Co.	1984	9-10
Biología	Alexander,Ba. Chaves, et al.	Silver Burdett & Ginn Inc.	1987	10-11
Química	Price/Smott/Smith	Chas. E. Merrill	1988	11-12
La Ciencia de la Tierra y del Espacio	Sutherland, Davies, et al.	Chas. E. Merrill	1985	10-11

Science (Vietnamese & Khmer)

Title	Author	Publisher	Date of Publication	Grade
Concepts & Challenges in Physical Science	Second Edition	Globe Book Co.	1987	9

APPENDIX B

Class Schedules

Bilingual Spanish Class

Period	8:12 8:53	8:57 9:38	9:42 10:23	10:27 11:08	11:12 11:53	11:57 12:38	12:42 1:23	1:27 2:08	2:12 2:53
Mon	Spa Nat4	ESL 2R	WGT TR	ESL2	ESL2	PHY SCI	GLB HST	L	PRE ALG2
Tues	Spa Nat4	ESL 2R	WGT TR	ESL2	ESL2	PHY SCI	GLB HST	U	PRE ALG2
Wed	Spa Nat4	ESL 2R	WGT TR	ESL2	ESL2	PHY SCI	GLB HST	N	PRE ALG2
THurs	Spa Nat4	ESL 2R	WGT TR	ESL2	ESL2	PHY SCI	GLB HST	C	PRE ALG2
Fri	Spa Na4	ESL 2R	WGT TR	ESL2	ESL2	PHY SCI	GLB HST	H	PRE ALG2

Bilingual Vietnamese Class

Period	8:12 8:53	8:57 9:38	9:42 10:23	10:27 11:08	11:12 11:53	11:57 12:38	12:42 01:23	01:27 2:08	2:12 2:53
Mon	VOL BAL	SQ MTH	GLB HST4	VIET NL6	ESL 4R	GEN CHM	L	ESL WRT	KEY BD2
Tues	VOL BAL	SQ MTH	GLB HST4	VIET NL6	ESL 4R	GEN CHM	U	ESL WRT	KEY BD2
Wed	VOL BAL	SQ MTH	GLB HST	VIET NL6	ESL 4R	GEN CHM	N	ESL WRT	KEY BD2
Thurs	VOL BAL	SQ MTH	GLB HST	VIET NL6	ESL 4R	GEN CHM	C	ESL WRT	KEY BD2
Fri	VOL BAL	SQ MTH	GLB HST	VIET NL6	ESL 4R	GEN CHM	H	ESL WRT	KEY BD2

APPENDIX C

THEODORE ROOSEVELT HIGH SCHOOL
THELMA B. BAXTER, PRINCIPAL

Multicultural Questionnaire (Pre)

1. Do you want to become a member of the Multicultural Program?

_____Yes _____No

2. Have you participated in multicultural activities before this school year?

_____Yes _____No

If yes, list activities:_____

_____

3. What type of activities would you like in the program?

_____

_____

_____

4. Identify some of the problems which may cause racial/ethnic tensions in a school.

_____

_____

_____

5. What do you expect from this program?

_____

_____

_____

6. Do you have special talents or play an instrument?

_____

_____

_____

THEODORE ROOSEVELT HIGH SCHOOL
THELMA B. BAXTER, PRINCIPAL

Multicultural Questionnaire (Post)

1. List the multicultural activities which you attended this school year.

_____

_____

_____

2. What did you learn in this program?

_____

_____

_____

3. How would you improve this program?

_____

_____

_____

4. What did you like best about the pogram? Why?

_____

_____

_____

5. Should the school continue this program next year? Why?

_____

_____

_____